Emporia State University
Department of Sociology, Anthropology, and Crime and Delinquency Studies

SO 408A (CRN 53463)
Child Abuse and Maltreatment Fall 2016

ABOUT THE INSTRUCTOR
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REQUIRED MATERIALS
Canvas canvas.emporia.edu

COURSE DESCRIPTION
The purpose of this course is to present a multidisciplinary view of maltreatment from symptoms of abuse and neglect to motivations of those who abuse and neglect children, as well as how the social services system intervenes.

PROGRAM GOALS AND OBJECTIVES – COURSE SPECIFIC
This course is aligned with program goals to:
• Provide educational experiences, which permit students to think sociologically,
• Provide educational experiences which enable students to understand the organization and operation of the adult and juvenile justice systems in relation to the course topic, and
• Assist students in developing the ability to interact with people of different cultures and socioeconomic backgrounds.

In order to accomplish these goals, this course focuses on the following program objectives:
• Provide examples of how culture and social structure shape individual lives,
• Demonstrate critical thinking skills, including analysis and synthesis of key course concepts and theories,
• Critically evaluate different explanations regarding the nature, extent, causation, and prevention of child abuse and maltreatment,
• Identify practical and ethical issues involved with the study of course topics,
• Effectively express and communicate sociological knowledge inside and outside the classroom,
• Gain knowledge about how social factors such as race, gender, sexuality, social class, and age frame social interaction and perceptions at the local, national, and global levels,
• Participate in in-class and outside the classroom learning activities that will provide for student’s interaction with people from different cultural and socio-economic backgrounds, and
• Critically examine their belief and value systems in light of current sociological literature.

COURSE OBJECTIVES
• Understand the historical perspective on child maltreatment,
• Recognize the role of a family in today’s society,
• Discuss the effect of maltreatment on the development of children,
• Recognize various types of abuse and neglect,
• Describe intervention and treatment processes, and
• Understand the role of social workers/therapists in regards to child maltreatment.
EXPECTED STUDENT LEARNING OUTCOMES

• When provided an article on the history of child abuse in America, students will be able to find another article related to this topic and be able to discuss in class how the two articles compare/contrast as well as how the found article is comparable to other student's articles.

• When students bring a game to class they will be able to articulate the game rules, appropriate age, and make connections in class discussion on how the game facilitates the learning of resiliency.

• When provided specific articles to read over defining and measuring child abuse and maltreatment, students will be able to develop thought provoking questions about the articles read and offer alternative conclusions to the research/theories.

• After developing interview questions with the instructor in class about neglect, students will be able to conduct 10 interviews and analyze the answers provided by respondents in order to determine the general public's understanding of what is/is not neglect. Students will also be able to write their findings in a short qualitative results section format.

• During all course guest speakers (domestic violence and child abuse, foster care system, mental health treatment for perpetrators and children, and mental health treatment for adult survivors of child abuse), students will be able to develop at least 3 topical, thoughtful, and relevant questions to ask the guest speaker.

• After listening to the guest speaker on domestic violence as a form of child abuse, students will be able to research the impact this type of child abuse has on children/adolescents via peer-reviewed journal articles, websites, and mass media. Students will be able to synthesize the information into an essay on physical abuse.

• Students will be able to understand and communicate about the services provided through the Child Advocacy Center after visiting the center.

• After providing a list of opportunities to investigate aspects associated with child sexual abuse, students will be able to communicate in writing their findings about the specific type of child sexual abuse investigated.

• After learning about types of psychological abuse, students will be able to conduct observations of those around them to determine if language used by others in public could be viewed as abusive. Students will be able to take the information gained from these observations to evaluate theories discussed in class.

• After individually reading the book Broken by Shy Keenan, students will be able to communicate in writing an analysis of the book by discussing the author’s goal in writing the book, strengths and weaknesses of the book, who needs to read the book, relation of the book to learned concepts in the course, connection of the book to outside sources, and use of examples and constructive criticism without stating enjoyment of the book or not.

• Students will put themselves in a virtual situation where they are being removed from their home. Students will be able to articulate in writing about that experience.

RESUME BUILDING

Upon completion of this course and acceptable completion of the assignments, you will gain/maintain the following job skills:

• Organization, Timeliness, and Accountability

• Critical Thinking and ability to evaluate assumptions and expectations

• Application of theory to “real-life”

• Creatively present information to a diverse audience

• Understand the dynamics of diversity and inclusion in regards to cultural differences.
I CARE ABOUT EACH STUDENT IN MY CLASSROOM AND THE LEARNING THEY ACQUIRE.

- In the event you are overwhelmed by in-class discussions, please feel free to step out and compose yourself.
- In the event you feel you are not being taught well, please come talk to me about your concerns. I welcome constructive criticism and never want to be surprised by a teaching evaluation comment. It is as much your responsibility to make this course great as it is mine.
- If you ask a question in person, in class, via email/Canvas, I will most likely refer you to a resource. I want you to learn how to answer your own questions.
- I have a deep passion for the subject matter of this course. If you feel I have not made a connection known between an assignment or in-class activity and the course topic, please let me know so I can rectify the problem.
- All coursework turned in via Canvas has a rubric associated with it. I grade using this rubric. I've put a great amount of thought and reflection into these rubrics so I can communicate exactly why you receive the grade you do. When checking your grade, also check the rubric explanation and any general comments provided on Canvas.
- My expectation is that you participate in class discussions. If you feel the discussion has provided no real learning opportunities for you, make the discussion better by participating.
- Providing detailed instructions for assignments is not an easy task. There are many different learning styles and communications styles. Each individual has a preference for each, which makes it difficult to address each and every task in a way that will be understood by all individuals. I do my best to accomplish this; however, if something is not understandable, talk to me (phone, email, Canvas, face-to-face, Dr. Rowley's Classes Facebook page, text, heck even put it on Yik Yak – I might see it).
- My teaching style is to provide hands-on, thought-provoking, discussion-stimulating types of activities. If this is not conducive to your learning style (you like tests better – this may not be the course for you).
- My goal is to have your assignment graded with feedback (rubric and general comments – I will NOT edit your paper) within one week of the due date. Remember, you are not the only person in the class and this is not my only class. On average, I have nearly 300 students each semester.
- I want you to call/text/visit me in my office. I really do! Students who make connections with their professors tend to perform better in the classroom and on assignments.
- I expect each of my students to set goals that are challenging – not just the bare minimum that has to be done.
- We have a shared responsibility for what you learn in this course!

COURSE ASSIGNMENTS (See CANVAS for due dates):

Assignments in this course are the way in which the instructor is able to assess your knowledge gained. Since there are no exams in this course, some type of assessment must be used to determine if each student is gaining the necessary skills and knowledge expected by the instructor. If the final assessment is not completed in entirety, the highest grade possible to earn in this course is a D.

Below are general course assignment instructions.

- All assignments will be submitted via CANVAS unless otherwise noted. Emailed documents will NOT be accepted.
- All assignment instructions and rubrics are located on CANVAS in the modules.
- Only put your E# at the top of each assignment (no names, no course name, no date). Assignments with more than the E# at the top will receive a zero.
- Cite any sources you use – this includes prior learning so I understand where your thoughts are coming from; otherwise, the paper will receive a zero for plagiarism. Use APA (no cover pages, no abstracts, no running heads).

A list of assignments, points possible, and due dates is available in the module section of CANVAS; however, other assignments, pop quizzes, exams can be added to the course in the event the instructor determines they are necessary for a better understanding of the material.

- Class Resource Assignments are used to facilitate discussion on a course topic.
- Application Assessments can be viewed as your test over specific subject matters. It's just that these "tests" are available ahead of time, they involve several steps, you can do them wherever, and you can ask questions.
- The final assessment is your "final exam." If you prefer an actual exam, that can be arranged and will consist of essay questions.
This course uses a fabulous resource called an “embedded librarian.”

The current librarian for the department is Alex Mudd.

He is listed as a teaching assistant in this course.

He has/will also be developing LibGuides to help walk you through how to find credible peer-reviewed articles for your topic.

Another way to get help is to actually go to the library if you are able.

EXTRA CREDIT

Extra Credit is offered in this course based on the following instructions and opportunities.

In order to best provide opportunities for extra credit without the need for students to "beg" me to use an event they attended for extra credit, here is my extra credit policy.

The purpose of extra credit is to provide the student with an opportunity to go above and beyond the classroom experience. It is used to deepen the understanding of concepts taught in the classroom. Extra credit is also an opportunity to earn some points back because of a particularly difficult assignment or one that was misunderstood and completed incorrectly. Too many opportunities for extra credit can result in the reduction of importance in regular assignments and assessments. Therefore, you have 5 opportunities to earn extra credit during the semester. Extra credit is only awarded if all requirements are met AND only to improve a grade on already completed assignments -- not in lieu of missed assignments.

1. You may earn extra credit by participating in the Depression Screening that student services conducts typically the first part of October. While this activity may not directly be associated with the course materials, it is directly associated with student's abilities to be successful. I've been told too many times how beneficial it was for one of my students to attend this screening! You must bring back the "ticket" they provide you with their name and your name on it in order to receive 5 extra credit points. Five points might not seem like a lot at first -- look at the points possible in the class! This is due by the last day of class.

2-5. Attend, participate, develop, and/or lead an event on campus this semester where the topic and learning outcomes of the event are relevant to the course. Write at least 250 words explaining your involvement, what you learned, and how it relates to the course. Twenty points are possible for this extra credit (5 points each event) and it will be graded on relevance/connections made to the course (are they logical, are they too far reaching), mechanics (grammar, spelling, etc), and what you actually got out of the event (what you learned). If you plan to attend an event for extra credit, let me know -- I would probably be interested in attending also, if I'm able. This is due by the last day of class.

INCOMPLETES:

The grade “I” (incomplete) is given only for personal emergencies that are verifiable and when the student has completed passing work in the course. The student has the responsibility to take the initiative in completing the work and the student is expected to make up the “incomplete” as soon as possible during the following semester. For further information about this university policy, please see pg. 28 of the University Catalog or consult with your professor and department chair.
GRADES:
Final course grades will be based on the plus/minus grading system. I do NOT give out grades over email. If the final assessment isn't completed the highest grade that can be earned in this course is a D. The final grade will be based upon the following assignments unless additional assignments were added:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Introduction Module</td>
<td>5</td>
</tr>
<tr>
<td>Class Resource Assignments</td>
<td>15</td>
</tr>
<tr>
<td>Speakers</td>
<td>20</td>
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<tr>
<td>Field Trip</td>
<td>20</td>
</tr>
<tr>
<td>Application Assessments</td>
<td>50</td>
</tr>
<tr>
<td>Final Assessment (Final Exam or Steps)</td>
<td>50</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>160</strong></td>
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LATE WORK POLICY:

Every assignment has a due date and all assignments are due by 11:59 of the day they are due unless otherwise noted.

One day late (starting at midnight!) = 20% reduction in possible points
Two days late = 30% reduction in possible points
Three days late = 40% reduction in possible points
Four days or more late = 50% reduction in possible points

After one week (7 days), late work will not be accepted.

- If your computer malfunctions, use a university computer or library computer in your home town.
- Be sure to save your work as you go and store it in more than one place so as not to lose your work (I use OfficeLive.com and dropbox.com to store my work).
- Be sure to allow yourself enough time to problem solve if you happen to have technical difficulties or any other difficulties. (i.e. your home computer won’t let you on Blackboard to submit a paper so now you have to go on campus to submit your work OR you have the flu and the due date is tonight).
- Create goals to get assignments done earlier than the due date to allow for possible illnesses, disasters, tragedies, etc. Concessions will not be provided for illnesses. Problems with last minute attempts to complete and/or submit an assignment will not be grounds for exemptions from this late work policy.

Lack of planning on YOUR part does not constitute an emergency on MY part! NOR does it constitute a need to extend your due date while all other students are expected to complete their work on time.

COURSE EXPECTATIONS (YOU AND ME):

My expectations of YOU:
- Attend class
- Be responsible for your own education
- Read the chapter being discussed in class BEFORE coming to class - See second bullet!
- Be respectful of others

My expectations of ME:
• Be prepared and organized for class.
• Be open to suggestions.
• Make expectations clear.
• Provide assistance when asked.
• Be fair

ACADEMIC DISHONESTY POLICY:
Students who compromise the integrity of the classroom are subject to disciplinary action on the part of the University. Violations of classroom standards include:

a. Cheating in any form, whether in formal examinations or elsewhere.
b. Plagiarism, using the work of others as one's own without assigning proper credit to the source.
c. Misrepresentation of any work done in the classroom or in preparation for class.
d. Falsification, forgery, or alteration of any documents pertaining to academic records.
e. Disruptive behavior in a course of study or abusiveness toward faculty or fellow students.

University policy states the following:
The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question. The department chair should be advised of any action taken by the faculty member regarding academic dishonesty. The faculty member may consent to refer the case to other academic personnel for further action. Departments, schools, and colleges may have provisions for more severe penalties than set forth above. Emporia State University may impose penalties for academic dishonesty up to and including expulsion for the university. The student has the right to appeal the charge of academic dishonesty in accordance with the university's Academic Appeals policy and procedure as set forth in section 9A-04 of the Faculty Handbook.

DISABILITY SERVICES:
Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

FACULTY INITIATED STUDENT WITHDRAWAL:
If a student's absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student's progress or that of the other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures. Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal.

FERPA (Family Educational Rights and Privacy Act of 1974)
FERPA is a Federal law which provides that the institution will maintain the confidentiality of student education records. I am not allowed to reveal any aspect of your educational experience to others without prior written authorization (FERPA release form) provided by you; therefore, do not have other people contact me to discuss your grade in my class without first providing the necessary documentation. You can find the release form at Information Release Form.